DOCUMENT RESUME

ED 365 767 UD 029 668

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TITLE Multicultural Mathematics: Teaching Mathematics from a Global Perspective.
REPORT NO ISBN-0-19-282241-1
PUB DATE 93
NOTE 236p.
AVAILABLE FROM Oxford University Press, 200 Madison Avenue, New York, NY 10016-0913 ($12.95).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Algebra; Arithmetic; College Mathematics; Cultural Background; *Cultural Differences; *Curriculum Development; Educational History; Elementary School Mathematics; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Geometry; Higher Education; *Mathematics Instruction; Minority Groups; *Multicultural Education; Secondary School Mathematics; Statistics; Teaching Methods
IDENTIFIERS Eurocentrism; World Views

ABSTRACT

The teaching of mathematics from a multicultural perspective is discussed. The first two chapters present a rationale for a multicultural approach to teaching mathematics. The third chapter aims to show, through brief examples, how such an approach can be applied to any school curriculum. The remaining four chapters discuss, in greater detail, selected topics in elementary arithmetic, algebra, geometry, and statistics. Mathematics does not appear to be a promising subject for multicultural education, because mathematical truths are universally valid. However, all cultures produce mathematical ideas, just as they produce different languages and social systems. To recognize and value the cultural heritage of minority students helps build their confidence and pride as it helps overcome the Eurocentric bias relating to the origins and practice of mathematics frequently found in the United Kingdom. A multicultural approach to mathematics requires acknowledging the history of mathematics and recognizing the social and political values that shape the mathematics curriculum. Eighteen tables and 107 figures present examples for mathematics teaching. (Contains 63 references.) (SLD)

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